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ABSTRACT

The booklet outlines a philosophy course for gifted high school students. The program is designed to provide both academic substance and higher level critical thinking skill development. Objectives of the program include: (1) becoming more sensitive to life's major alternative goals and the standard means recommended for attaining them; (2) becoming more responsibly critical and evaluative of discourse; (3) becoming more careful of the logical cogency of presentations; and (4) becoming more aware of the stumbling blocks to clear, successful problem solving. Unit topics and readings, and suggested activities are listed for the following seven units: orientation to philosophy; social, political, and legal philosophy; epistemology; theology; aesthetics; ethics; and an overview of modern philosophy. (CL)

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BUCKS COUNTY INTERMEDIATE UNIT 22

Special Education Division

PHILOSOPHY

A Course of Study for High School Gifted Students

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INTRODUCTION

The course of study that follows has been developed and organized as a means of challenging high school gifted students through a differentiated program. It is a program designed to provide both academic substance and higher level critical thinking skill development.

Implementation of the program has been successful at the 11th and 12th grade level in different high schools within the Bucks County Intermediate Unit.

Donald Ernsberger, philosophy teacher of the gifted in the Council Rock School District, has assisted in writing parts of this course of study.

PREFACE

"What we call philosophy today is a complicated method of avoiding all the important problems of life. This was not always so. From Thales to Kant, philosophers justified their art as the foundation of the understanding of human conduct. Cosmology, ontology, metaphysics issued finally in ethics, politics, morals – the principals of the relationships between men, in their understanding and in their action upon them, which is called wisdom or virtue."

Kenneth Rexroth

"The time of a man's life is as a point; the substance of it ever flowing, the sense obscure; and the whole composition of the body tending to corruption. His soul is restless, fortune uncertain, and fame doubtful; to be brief, as a stream so all are things belonging to the body; as a dream, or as a smoke, so are all that belong unto the soul. Our life is a warfare, and a mere pilgrimage. Fame after life is no better than oblivion. What is it then that will adhere and follow? Only one thing, philosophy. And philosophy doth consist in this, for a man to preserve that spirit which is within him, from all manner of contumelies and injuries, and above all pains or pleasures; never to do anything either rashly, or feignedly, or hypocritically: wholly to depend from himself, and his own proper actions: all things that happen unto him to embrace contentedly, as coming from Him from whom he himself also came; and above all things, with all meekness and a calm cheerfulness, to expect death, as being nothing else but the resolution of those elements, of which every creature is composed."

Marcus Aurelius

OBJECTIVES OF THE COURSE

The gifted students in this program have a great capability for achieving the strength and courage that comes with effective use of the intellect in every human activity, from the minor crises of everyday living to the major problems arising from the complexities of our twentieth century society. The course in Philosophy will help the student:

1. Become more sensitive to life's major alternative goals and the standard means recommended for attaining them.

2. Become more responsibly critical and evaluative of discourse with which he is presented in his daily life.

3. Become more careful of the logical cogency of what he presents to others.

4. Become more aware of the pitfalls and stumbling blocks in the path of clear, successful problem solving.

When the student reaches the end of the year, it is anticipated that he will have had experience in the critical-analytic classification of basic meanings, the semantic policing of language-uses, the diciplined challenge to habitual cliche-ridden responses, and the careful synthesis in seeking comprehensive understanding of human wisdom and knowledge.

The philosophical questions dealt with here are alreadin in the minds of bright high school seniors. The danger is not that they will go unanswered, but rather that half-baked answers will be accepted. Our culture tends to make the difficult and important questions – like "What is man?" – seems easy, and the trivial questions – like "Which dentifrice should I use?" – seem crucial. This is one of the challenges educators face and this course is an attempt to introduce philosophy to some intelligent youth and enable them to live more effectively.

CLASSROOM PROCEDURES

I The primary purpose of an introductory course in philosophy on the high school level is to train students in the comprehension and manipulation of ideas, and to provide them with a means of dealing with varying points of view in an orderly, logical, and rational fashion. Since this is the major task of the year's work, the course will often cover more breadth than depth, challenge particular biases, and insist on a creative, mature approach towards the understanding of the development of important ideas and the role of the philosopher.

II The class is designed primarily for discussion: students will be free to present any interpretations they please, with the understanding that they will almost certainly be challenged and will be expected to support their views philosophically.

III The role of the teacher is to direct discussion, to supply information or to direct the class towards sources of information. The teacher's duty is not to impose any specific point of view.

IV Discussion and classwork will be based on a wide spectrum of readings. Reading will involve class texts, library sources and individual research. In order for intelligent discussion to take place, and for rational examination of topics to proceed, reading and research assignments must be completed on time.

V Lectures will occasionally be presented to the class to supply information on philosophers, historical background, or viewpoints not represented in the readings.

VI Outside speakers will be invited to share their ideas with the class.

VII Grading will be based on essay exams, quality of research and term papers, care and promptness with regard to assignments, and participation of the student in the overall progress of the class.

UNIT 1: ORIENTATION TO PHILOSOPHY

The introductory days of the philosophy course follow a method that is more conversational and dialectical than formal and structured. Here the emphasis is on allowing the students to explore, to answer the questions, search for solutions, but more, to begin to see the complicated process involved in setting limits to profound, ageless questions and puzzles.

The word philosophy may not even be mentioned, certainly not formally defined, rather students are encouraged to indirectly view the world of philosophy through raising and vocalizing questions of concern to them. Introspective attention will be directed to their difficulties in solving problems.

Examples of questions/issues that may be used for stimulating discussion or inquiry as part of the introduction to philosophy are the following:

1. Is man born good and becomes bad, or is he born bad and becomes good?
2. What is the best form of government?
   Can men govern themselves?
   Should there be an elite to govern?
3. What is man's relationship with nature?
4. What is man's relationship to a supreme being?
5. Are science and religion compatible?
6. What is man's place in the universe? The world?
7. How does one think clearly?
8. When is a person truly logical? Can he be?
9. Is it possible for man to know anything in a valid manner?
10. Can man control his destiny?
    Can man control events?
    Is he at the whim of fate?
11. What is beauty?
    Is there any standard for "taste"?
12. What in our world is universal?
13. What in our world is eternal?
13. Has philosophy any value to offer science, religion, sociology, etc.?
14. What kind of laws need to be obeyed in regard to violence, killing and hate?

15. How does one begin to formulate answers that are rational, logical, and "right"?

Hopefully, by raising questions and discussing the complications involved in formulating solutions, the students will then move in the direction of examining how great thinkers and moralists have attempted to deal with similar issues. It is at this point, then, that some structure and organization will be imposed and the units that follow come into focus.

UNIT II: SOCIAL, POLITICAL, AND LEGAL PHILOSOPHY

The development of social, political, and legal philosophy in the tradition of Western philosophical thought can be traced back as early as Plato (427-347 B.C.). Through the centuries, philosophers have attempted to determine the nature and meaning to the good Society, the good State, and just laws – what a society or state ought to be.

This search for the ideal, for utopia (the Greek term meaning no place), has led to diverse and wide ranging interpretations or concepts of an ideal State and to what man's role and function is in such a society. Concern here will be with examining the thoughts of political philosophers and the considerable influence on political affairs exerted by these "utopian" thinkers, past to present. We will do this by serious, first-hand reading and analysis of the philosophers' writings.

Our reading, discussion and anaylsis will lead us in the direction of both a practical the theoretical exploration of such questions as: what is the best form of government; can men govern themselves; should there be an elite to govern and rule; what is the ideal relationship between the state and the individual; can man establish a society that providse justice for all?

Philosophers and political thinkers are obviously men of their times – their ideas and thoughts do not take shape in a vacuum. For a clearer understanding of political philosophy at work, part of our task will be to also understand the contemporary historical events of forces influencing a particular thinker and his creative ideas. For example, reading Plato's Republic with some familiarity of life, society, and political upheaval in fifth century B.C. Athens allows for a sharper focus in dealing with and understanding Plato's scheme for an ordered, perfect society. Therefore, classwork and assignments will often involve background reading and research in general history tests or other specific resource books.

UNIT TOPICS AND READINGS

Assigned readings and topics for study will include the following:

1. "Social, Political, and Legal Philosophy", Ideas of Great Philosophers Sahakian, (An introductory, capsule overview of political philosophy, from Plato to Marx. Sub-topics include:

"Plato's Republic"
"Political Philosophy of Aristotle"
"Legal Philosophy of St. Thomas Aquinas"
"Political Philosophy of Thomas Hobbes"
"Democratic Philosophy of Jean Jacques Rousseau"
"Hegel's Philosophy of Law"
"The Communism of Karl Marx"

2. Plato, The Republic

3. "The Search for Justice", The Wisdom and Ideas of Plato, Freeman and Appel
The authors, using and including segments from The Republic as part of the text, analyze and comment on major aspects of Plato's program for an ideal state.

Topics discussed are:

"How to abolish graft and wars"
"Justice as the Harmony of the Parts in a Whole"
"Wealth and Poverty"
"Equal Rights and Duties for Women"
"Was Plato Practical?"
"When Philosophers are Kings"

4. "Political Philosophy", The Pleasures of Philosophy, Will Durant

Durant discusses recent political problems and crises, raises several theoretical, thoughtful questions, then uses a cross-section of philosophers thoughts and systems to provide bases for solutions. He divides his discussion into four chapters:

"In Praise of Freedom"
"Is Democracy a Failure"
"Aristocracy"
"How We Made Utopia"

Parts of these chapters will be used in conjunction with our study of Plato, Aristotle, Machiavelli, Thomas More, Rousseau, Fourier, and Skinner – all men in search of a utopia. Durant is able to relate much of their thought and questioning to contemporary problems.

5. Readings in Philosophy, Barnes and Noble

"The State", Aristotle
"Human Nature and Political Power", Hobbes
"Evolution and Ethics", T.H. Huxley
"Democracy", John Dewey
"The Concept of Law", Roscoe Pound

6. The Price, Niccolo Machiavelli

7. Utopia, Thomas More (selected excerpts)

8. "Rousseau" (Part 8), From Plato to Nietzsche, E.L. Allen

An introduction to Rousseau, his contribution to 18th century philosophic thought, and an analysis of his document attempting to understand society, The Social Contract.

9. The Communist Manifesto, Karl Marx

10. "Marx" (Part 9), From Plato to Nietzsche, E. L. Allen, pp. 150-167.

Here Allen provides a background for Marx's ideas through a discussion of the impact and influence Engels and Hegel had on later Marxian thought. Other parts of the section of Marx cover:

"The Theory of Value"
"Dialectical Materialism"
"Class War"
"The Party"
"Communism"

11. Walden II, B.F. Skinner

12. "Government in the Great Society", Walter Lippman in Ten Contemporary Thinkers, editors Amend and Hendrick

Lippman asks: "In what sense is the American political machine an example of the most primitive form of political loyalty?"

"In what sense does modern man live in a pluralistic society?"
"What effect does this situation have upon his political loyalty and conduct?"
"What is the relationship between law enforcement and the desire of the citizen that the law be enforced?"
"What distinctions are made between politicians and statesmen?"

SUGGESTED ACTIVITIES

Compare the idea of State and Society as planned by Plato in The Republic with any later philosophic scheme for a utopian society. Examine those aspects that account for diversity and similarity. Discuss the political influence, if any, the ideas of each had on the contemporary state or society. What effect is felt today?

Prepare for a small group discussion upon this thesis:

> "The government of man by man in every form is slavery. The highest perfection of a society is found in the union of order and anarchy. . .In any society the authority of man over man is inverse in ratio to the intellectual development which that society has attained."

You will be expected to take a position defending or rejecting the above thesis, basing your arguments on any of the assigned readings, along with necessary independent research.

Prepare a class presentation dealing with attitudes and ideas of local and national politicians, Arrange for interviews with township, county or state government officials, questioning them concerning political/philosophical ideals or understanding of what is needed for a modern societal framework. If interviews are inconvenient, write to representatives and officials for responses. You might develop comparisons of the ideals of the practical politician with those of the philosophical theoretician.

4 Choose one of the political philosophers the class is studying, or one of your own choice, for an in-depth research study project. Your research paper should include biographical material; a synopsis of your subject's most important political thought, with a brief analysis or explanation; a discussion of what societal influences played a role in forming his ideas; and the importance of his philosophy in either historical or present political activity.

5 Propose your own solution or response in the form of a philosophical essay to the question: "What is the best form of government?"

6 Several members of the class are to arrange a political debate/forum with candidates attempting to win support for their position based on the following philosophic platforms:

Plato's Republic

Machiavell's The Prince

Marx's Communist Manifesto

Conduct a debate or forum defending one of the above, explaining your political program for an ideal society in an informed factual, and enthusiastic manner.

7 Analyze modern designs for building a "Better" world, as suggested in the writings of Lewis Mumford, B.F. Skinner, Aldous Huxley, Arthur C. Clarke, and Eldrige Cleaver.

You might present your comments and conclusions to the rest of the class in the form of a lecture or an informal "seminar type" discussion.

UNIT III: EPISTEMOLOGY

One of the fundamental elements of Philosophy deals with the study of knowledge and how the human mind deals with the external world.

Is the human mind capable of understanding the nature of reality?
By what means do we verify the "truths" about the data provided by our senses?
What is logic and how can it be applied to problem-solving and everyday decision making?

In ancient Greece, philosophers pondered the relationship between the data provided by our senses and the real matter of the world, some claiming that we were fooled by our senses, and others saying that our senses were an accurate guide to knowledge.

The debate continued into the early Christian period, as some thinkers sought to deal with God only through faith and a non-logical process, while others demanded that rigorous logic was the provided proper proof of God and of faith.

In the 17th and 18th Century an intellectual war raged in Europe between philosophers over the issue of epistemology. Those who became known as the Continental rationalists insisted knowledge was innate and that the senses were not to be trusted. Others, the British empericists, maintained that only the senses could lead man to true wisdom. . .

thus the historic setting for a unit on Epistemology – the study of man's mind in action

This unit will enable the student to examine the relationship between the operation of the world outside the human mind and the ideas and concepts within man's intellect.

Further, students will be introduced to formal logic and critical thinking skills, both as an academic discipline and in the context of the history of philosophical thought.

Unit Topics and Readings

Assigned readings and topics for study will include the following:

1. The Story of Philosophy, Will Durant
   Chapters IV, V, VI, These materials will introduce the reader to the biographical background and introductory ideas of the great thinkers of epistemology.

2. Readings in Philosophy, John Randall
   "Consciousness" – Ryle
   "Scientific Thinking" – Dewey

   The writers using their respective backgrounds in psychology and education deal with the terminology of the cognitive process and offer view on several issues to be covered in class discussion.

3. The Pleasures of Philosophy, Will Durant
   "What is Truth?" –

4. Philosophy and Contemporary Issues, John Burr
   "Three essays on Mind-Body" and introduction
   These three selections give the student a view of the complexity of the ancient debate over the relationship between what our mind thinks and what is in the real world. Several varied answers are presented and the complexity of the debate is underscored.

5. Ideas of the Great Philosophers, William Sahakian
   "Logic and Epistemology"
   Introduction to logic and analysis including the following topic areas:

   The Criteria of Truth
   Logical Fallacies
   The Problem of Truth

6. Logic and Critical Thinking, Ruby

7. Reading and Logic, Irving Copi

8. The Encyclopedia of Philosophy

various articles such as the following:

Epistemology
The Mind-Body Problem
Logic

Suggested Activities

1. Class members will report on major philosophers who contributed to the development of modern epistemology – Descrates, Spinoza, Locke, Hume, Kant, etc. The respective contributions will be discussed by the class, drawing upon required background readings.

2. Deal with the following issue in a small group discussion. "Thinking man will always be plagued with the thought that rationality is at best only a poor guide to action". In your view, can you as an individual always use reason as the criteria for ideas and action or is there a need in your life for faith, tradition, intuition or luck?

3. The Continental Rationalists vs. the British Empericists will be debated in a role-playing exercise or forum. Information will be based upon student readings and independent research.

4. Through formal logic problems using Venn diagrams, as well as an understanding of the construction fallacies learned from the background readings, students will be encouraged to create their own logic problems, to explain the correct answers, and the fallacies they expect.

5. Evaluate TV, radio and periodical advertising to locate and evaluate logical fallacies and fallacies in reasoning. Using these models, students will discuss as a group the ethics of advertising and the guidelines they each might draw regarding truth vs. falsehood.

6. Critical thinking and Symbolic logic exercises will be done by individual class members as an exercise in allying the discipline of logical and conceptual thinking.

7. Prepare for a small group discussion on this theme:

"Individuals who train themselves to use logic and reason in the solution of personal and social problems not only are the most successful but also are the most well adjusted and happy since they can arrive at satisfactory answers to the many dilemmas of modern life."

UNIT IV: THEOLOGY

"Originally God made man in his image, and man has ever since returned the compliment."

Voltaire

The Theology unit of the Philosophy course will focus not only on the study of attempts to define the nature of God, but also on the links between religion and it's social context (i.e., the environmental factors appear to have influenced various religions in the formation of their dogma and structure).
dogma and structure).

Questions such as the following will be discussed, written about and analyzed as part of the unit:

Can modern man accept the traditional view of God?

Is it necessary in order to have a moral code or a sense of moral behavior that one must also have a belief in God?

Is the historic trend away from faith and dogmatism, empericism and scientific thought, leading society toward an abandonment of religion and of God?

Is there a connection between the belief in God and a desire for personal immortality?

What various answers have philosophers used to prove the existence of a God?

This unit is designed not to lead students to a formation of a personal view on God's existence, rather to acquaint them with the complexity and depth of some major issues in theology. Therefore, students will be encouraged to understand the widest range of ideas on faith, religion and of God's nature.

A section of this unit will focus on some of the classic art and literature from the developmental period of religions to enable the student to see the relationship between religious ideals and social expression.

Unit Topics and Readings

Assigned readings and topics for discussion will include the following:

1. Ideas of the Great Philosophers, William Sahakian

   Topics from this introductory coverage will include:

   Concepts of God
   The Problem of God's Existence
   Agnosticism and Atheism
   Immortality
   The Problem of Evil

2. Philosophy and Contemporary Issues, John R. Burr

   Essays by Baier
   Tolstoy
   Hick
   McClosky

   These articles will provide a diverstiy of ideas on personal belief in God and will introduce the reader to terminology of the debate over theological issues.

3. Pleasures of Philosophy, Will Durant

   "Religion – A Dialogue" This reading can either be read individually by the students or can be acted out in drama. It focuses upon the historical context that religious dogma rests upon and deals with terminology which is important for an understanding of both faith and of basic Christian concepts.

4. Readings in Philosophy, John Randall

   "Why I Believe in God"

5. Inferno, Dante

   A background reading to acquaint the student with the educational literature during the development of the Christian faith can be used to challenge their ability to understand premise and symbolism.

6. The Story of Philosophy, Will Durant

   Chapter III

   Background biographic data on several religious philosophers, describing the setting of their contributions to philosophy. Selections cover St. Augustine, St. Thomas Aquinas and Spinoza.

7. Philosophy and Introduction, John Randall
   "Seven Reasons Why a Scientist Believes in God", A Cressy Morrison
   "Why I Am Not A Christian", Bertrand Russell

   These two readings provide an excellent background for a student's understanding of the debate on the compatibility of belief in God within the context of a scientific and technological oriented world.

Suggested Activities

1. Compare the arguments for the existence of God as put forth by St. Thomas Acquinas with those of St. Augustine.

2. Organize a debate contrasting the views of a scientist who believes in God and one who rejects the concept of a supernatural being. Use and deal with recent developments in physics, astronomy and biology, which can add strength to both sides of the debate.

3. Students will research and report on major theological questions contained in the various background readings from the course bibliography.
   A thorough examination of a topic, noting relationships to other theological questions.

4. Using Dante's Inferno as background, the class will discuss the historic background to the dogma of the Christian religion. Students will explore, wtih the help of the teacher, the political and social context of the growth of Christianity. Written work on this topic:
   "Dante's Inferno was an important tool of Christian education, and at the same time was a summation of the ideas and premises of several philosophers from Greece to the 11th Century. What ideas and premises in Dante can be traced to ancient Greece and where do we find them in the work?

5. Each student will choose one Philosopher from the period 500-1700 A.D. and research the relationship between their outstanding philosophical work and their beliefs regarding faith, God's existence, and other theological issues. Seminar presentations will then be made to the class.

6. Outside speakers who have a background in specific theologies will be invited to the class to discuss their views and to participate in a discussion of the views or beliefs they express.

7. Written assignment: Using Christianity as a model, deal with the relationship between religion as a set of eternal principles and religion as a social force. What dilemma is faced by the Christian who discovers the historic source of much of what has become church doctrine (use examples)?

8. What was the role played by religion in the eyes of several major social reformers and writers who advocated social change? Compare the views of religion's place in the world by writers and thinkers such as Karl Marx, Ayn Rand, Herbert Spencer, Peter Kropotkin, and H. L. Mencken, as well as others chosen by the class. Each student should be prepared to take a position, based on information from research sources, then defend their positions with adequate evidence.

UNIT V: AESTHETICS

"Great nations write their autobiographies in three manuscripts, the book of their deeds, the book of their words and the book of their art. Not one of these books can be understood unless we read the two others, but of the three the only trustworth one is the last."

Ruskin

Here we are concerned with the relationship that exists between philosophy, beauty and art. Schopenhauer says the fine arts and philosophy work together towards the solution of the problem of existence. The student's task will be in the direction of examining art as a reflection of life.

Questions posed will be: How does one define art? What makes a painting, a statue, a poem, or a symphony a geniune and successful work of art? How does one decide the standards for good art and what are they? Does art have a function? What is the relationship between moral values and aesthetic values?

Since this is a somewhat abstruse area of concern and study for high school students, and reading material of suitable ability level is limited, the amount of curriculum time and space will be less than other units of study. Emphasis will be on the more "practical" aspects of taste, correctness, the experiences that shape perception of art, and how the artist relates to his environment

At the beginning of this unit each student will be given Graves' Design Judgement Test. Examination of individual responses to test items for evidence of consistency in judgment and standards of taste can engender an examination of how man arrives at an aesthetic value system.

Unit Topics and Readings

Assigned readings and topics for study will include the following:

1. "What is Beauty?", The Pleasures of Philosophy, Will Durant

Durant discusses why the ideal of beauty varies from people to people and from time to time. He raises questions concerning the subjectivity of aesthetics, the relationship of science and art, and to what degree does beauty reflect nature?
He divides his discussion into six chapters:

"The Sense of Beauty Among Philosophers"
"The Sense of Beauty in Animals"
"Primary Beauty: Persons"
"Secondary Beauty: Nature"
"Tertiary Beauty: Art"
"Objective Beauty"

2. Readings in Philosophy, Barnes and Noble.

"On the Beautiful", Plato
"Art and Existence", Schopenhauer

3. Philosophy: An Introduction, John Herman Randall, Barnes & Noble.

Chapters:

"The Concept of Value"
"Ethical and Aesthetic Values"

4. "Art and Society", Philosophy and Contemporary Issues, eds, John R. Burr and Milton Goldinger, Macmillan.

Topic headings include:

"Moral and Immoral Art", Plato
"Art As Social Theraphy", Aristotle
"The Anatomy of Art", Sartre
"Art in Life and Artists in Society", Prall
"Art and Civilization", Dewey
"Art for Art's Sake", Forster
"Art for Man's Sake", Dunham

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5. Perspectives in Aesthetics: Plato to Camus, ed. Peyton E. Richter
   "Art Under Scrutiny", Plato
   "Explorations of the Aesthetic Field", Burke Lessing
   "Art Will and Idea", Schopenhauer
   "Art As Emotional Communication", Tolstoy

6. The Edge of Awareness
   "The Fine Edge of Awareness", Lynes
   "How Do You Know It's Good?", Mannes

Suggested Activities

1. Students will prepare for and visit a local art museum in order to view various forms and genres of art and architecture. Focus for this experience will be to address the question or problem of how and why taste varies according to time and culture.

2. After viewing the Center for Humanities sound-slide set, "An Inquiry into Human Perception: The Nature of Beauty and Ugliness", and reading selections from Edge of Awareness, note and discuss the major aesthetic assertions presented in these two sources.

3. Conduct a debate dealing with the entire area of values, including aesthetics, a topic dominated by two philosophical points of view, the subjective and the objective. Each position assumes a particular set of principles and premises in order to construct its intellectual framework. More, by choosing one, profound implications and practical operations of living and valuing arise. For the sake of argument, defend or reject strict objective or subjective standards for dealing with the broad area of values, and specifically aesthetics. You may want to address yourself to the effect this may have on our next area of investigation, ethics.

4. Read "On the Beautiful" by Plato from Readings in Philosophy
   Also – Submit a listing or summary of those points you found difficult to understand, or felt you needed further information for interpretation.

and

Your personal reaction to the theories and systems proposed by Plato, along with how you see this fitting into the larger picture of extablishing asethetic principles.

5. Read the following selections:

   "The Autonomy of Art" Jean Paul Sartre

   "Art in Life and Artists in Society" D. W. Prall

   "Art and Civilization" John Dewey

   Briefly summarize and analyze each reading. Answer the question: Which reading makes most sense to you? Why? Option: Compare one, two or all of the readings with each other, or with the previous reading by Plato, "On the Beautiful".

6. After reading the writings of different philosophical viewpoints dealing with aesthetics, assume the role or point of view of a particular philosopher. e.g. Burke, Lessing, Tolstoy, and Schopenhauer. Each student in the class will select and distribute a copy of one of their favorite poems. Following this, they will react and analyze each poem according to the assumed role of their philosopher. (This activity can be adapted to use in other art areas.)

7. Prepare an audio-visiual presentation to be shared with other members of the class in which you express your personal aesthetic beliefs. This could be done, for example, through a slide and audio demonstration of contemporary art, by excerpting music you consider beautiful, or by a comparison of contemporary and traditional film making techniques.

8. Each member of the class is to take some aspect of the topic called Aesthetics and develop a four to seven page research paper. You may examine some particular of the larger topic from an historical perspective, using various aesthetic principles and philosophical positions to investigate changing aesthetic positions, or take the fundamental issue of subjective versus objective principles or standards in determining good art. If you take the latter, you will have to examine the philosophical positions of various thinkers in their attempts to formulate specific systems or methods of evaluating artistic worth.

Your main objective and concern is to become acquainted with the thinking and writing in the area of the topic. Along with this, you are to share your finding/research with other members of the class.

In order to reach this objective, your task will include:

A Choosing a topic. If the general suggestions above do not appeal to you, you may choose a more specific area of study. You may be interested in tracing the main periods in the history of art, with the view of attempting to arrive at some aesthetic principles in explaining changing tastes. Or, you may want to put together some type of creative package, involving and examination of specific standards of taste.

B Your research will have to lead you from the High School Library to college or university resource centers.

C Organizing a report that either defends or rejects a point of view, or includes a historical overview.

D Documenting your materials and becoming acquainted with a range of writers/thinkers.

E Submitting a typewritten report.

F Distributing a one page synopsis of your research to each member of the class. This should include a summary of your findings; a brief statement concerning the purpose of your project; strategies/techniques used in completing your research; personal comments (optional).

UNIT VI: ETHICS

Apart from its larger implications, the subject of human values forms a special branch of philosophical inquiry. It is the study of the relations of man to his institutions in society and to nature.

> Is there a standard of "right" conduct that applies to all members of the human race? On what basis should such a single standard, or divergent standards, be based?
>
> What does "goodness" or "badness" mean in terms of human conduct? What is "duty"?
>
> Does right conduct mean curbing our natural desire or seeking their fulfillment? Is there a third alternative?

Such questions are concerned with moral and ethical values. John Dewey points out:

> "Ethics, rightly conceived, is the statement of human relationships in action. In any right study of ethics, then, the pupil is not studying hard and fixed rules for conduct; he is studying the ways in which men are bound together in the complex relations of their interactions."

Students in the Philosophy class pursue evaluations of human conduct, seeking the judgments and distinctions involved in determining "rightness", "goodness" and "wrongness" through an analysis of a variety of points of view and with the experience of the three previous units in Philosophy, the student should be able to pursue this in a precise and meaningful manner.

Unit Topics and Readings

The following is a partial list of readings and topics included in the study of morality/ethics:

1. Philosophy: An Introduction, John Herman Randall, Barnes and Noble.
   Chapetr XI, "What Is Truth?"

Chapter XII, "The Concept of Value"
Chapter XVII, "Ethical and Aesthetic Values"
Chapter XVIII, "The Interpretation of Religion"

2. Readings in Philosophy, John Herman Randall, Barnes and Noble.
   "Are There Absolute Values?", Schlick
   "Nature", J. S. Mill
   "On the Existence of God", St. Anselm
   "Evolution and Ethics", T. H. Huxley
   "Faith and Reason", Thomas Aquinas
   "An Examination of Supernaturalism", d'Holbach
   "The Ethics of Self Sacrifice", F. H. Bradley
   "Pleasure and Happiness", Aristotle
   "Crito", Plato

3. Philosophy and Contemporary Issues, eds. John R. Burr and Milton Goldinger, Macmillan.
   "Are Ethical Values Relative?"
   "How Should We Behave?"
   "Civil Disobedience"
   "The Enforcement of Morals"

4. Selections from Civil Disobedience by Henry David Thoreau.

5. Ideas of the Great Philosophers, William Sahakian and Mabel Lewis Sahakian, Barnes and Noble.
   Part Two—Ethics and Philosophies of Life
   The Philosophy of Socrates
   The Self-Realization Philosophy of Aristotle
   The Hedonistic Philosophy of Epicurus
   The Stoic Philosophy of Epictetus
   The Utilitarian Philosophy of Jeremy Bentham
   The Utilitarianism of John Stuart Mill
   The Pessimistic Philosophy of Arthur Schopenhauer
   The Naturalistic Philosophy of Friedrich Nietzsche

6. The Pleasures of Philosophy, Will Durant, Simon and Schuster.
   Part Four – Problems of Morality
   Our Changing Morals
   Morality & Immorality
   The Reconstruction of Character

7. Selections and excerpts from A Preface to Morals, Walter Lippman, Beacon Books.

8. Philosophy Now: An Introductory Reader, Paula Rothenberg Struhl and Karsten J. Struhl, Random House.

"The Individual and the Soci , John Dewey and James H. Tufts
"Ends and Means: Which Justifies Which?", Howard Selsam
"Famine, Affluence, and Morality", Peter Singer

9. Philosophy for a New Generation, 3rd ed., A. K. Bierman and James A. Gould, Macmillan Publishing Co.

"The Relativity of Ethics", Edward A. Westermarck
"The Ethical Implications of Cultural Relativity", Carl Wellman
"Duties and the Right", W. D. Ross
"Freedom, Selfhood, and Moral Responsibility", Robert Olson

10. Ethics for Modern Life, Raziel Abelson and Marie-Louise Friquegnon, St. Martins Press (Paper).

"Convention", Thomas Hobbes
"The Need for Capital Punishment", John J. Ford
"The Folly of Capital Punishment", Arthur Koestler
"The Life of Pleasure", Epicurus
"The Life of Self Assertion", Friedrich Nietzsche
"Any Standard Will Do", R. M. Hare
"Pleasure As the Standard", Jeremy Bentham
"Anatomy of Conscience", Robert P. Wolfe

Suggested Activities

1. What criteria should one use in making a responsible and informed ethical decision? The formalist, relativist, and contextualist would each answer this question in a different manner. Explore one of these three different approaches to making an ethical judgment, and expiain the criteria or code related to the approach you choose.

2. Jean-Paul Sartre has stated his conviction, based on his belief in human freedom, that all ethical decisions are antonomous, that in the final analysis there are no anthoritarian ethics.

   Assuming Sartre is correct, what implications would this ethical point of view have on educational, religious and political systems? Develop your response in essay form by noting difficulties, implications, and unanswered questions involved in taking such a stand.

3. After reading selections from Nietzsche examing his philosophical perspective of ethics, determine which of these people would Nietzsche approve? Explain your answer.

Napoleon	Jesus
The Berrigan Brothers	Adolph Hitler
The Ayotallah Khomeni	Mahatma Ghandi

4. Each society has its own code of ethics. Prepare a discussion or forum presentation dealing with either an historical or contemporary society, describing major ethical guidelines of that society. Note the influences that play a role in the development of an ethical code as it applies to the society you have chosen to study.

UNIT VII: OVERVIEW OF MODERN PHILOSOPHY

The final unit of the course is devoted to an analysis and study of a few of the significant philosophical forces in the nineteenth and twentieth centuries. Initially, attention will be devoted to three thinkers whose interpretations had great impact on the emerging industrial society. Charles Darwin, Karl Marx and Sigmund Freud were important figures in the later nineteenth century and the pre-war years of the twentieth century. Progress in science and history, as seen by these men, seemed assured. Man had only to learn to control himself in his environment to insure an ordered perfect society. The carnage of World War I and the irrational cruelties of the World War II era shattered man's hope for finding a simplistic explanation of society.

Students will explore various contemporary approaches to philosophy, including Existentialism, which rejects the concept of a scientific or divine order. Through the writings of Kierkegaard, Nietzsche, Sartre and Camus, students will explore the varieties of existentailist thought, along with the complex difficulties of trying to define or set limits to it as a philosophic system. Contemporary philosophers and thinkers, seeking reason and hope in a world gone mad in its abuse of human freedom and attempted control of reason, provide a basis to evaluate contemporary thought.

In this concluding area of study, the student seeks insight into the "new" philosophies. As part of the classwork, students are to select thinkers, movements, or issues of interest then pursue an in-depth study of the topic through individual research. Each student, then, is responsible for the delivery of a seminar-type presentation to the rest of the class. At this point in the course, student should be ready to critically assess the philosopher and the role of his ideas, vis-a-vis society. The student may even go a step further, seeing the creative possibilities of philosophical thought, and begin to formulate or reformulate ideas that make sense of man's life style presently and for the future.

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